

Inspection of Willow Tree Kindergarten

St Werburghs Hall, Jack Brimble Centre Lynmouth Road, Bristol, Avon BS2 9YH

Inspection date: 28 April 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children are happy to attend. They separate from their parents and carers with ease and independently hang up their belongings on their named peg. Children confidently lead their own learning and decide where they would like to engage in play.

Children are familiar with the setting's rules and expectations. When they return from outdoor play, they remove their shoes and put on their slippers. Older children display an interest in books. They are articulate and tell stories to each other, following the illustrations on each page. Younger children enjoy physical play activities outdoors. They use a wheelbarrow to transport equipment to the outdoor kitchen. Children use their imagination as they mix mud and grass together, before transferring it from one bowl to another. They learn to care for the resources and help staff to wash them in soapy water at the end of the day.

Children develop a good understanding of the importance of a healthy lifestyle. A small group of children come together to make apple flapjacks for snack. They learn to wash their hands before starting the activity to prevent the spread of germs. At snack time, children recall the baking process and explain to their peers how they made the flapjack they are eating. They proudly tell the group that they measured the oats, mixed in the honey with a little butter and finally added the apple.

What does the early years setting do well and what does it need to do better?

- Staff have a clear understanding of each child's personality and individual stage of development. The staff team complete a 'child study' each week to discuss individual children and the progress they make. During this time, staff share their observations and assessments and discuss ideas, such as activities or adaptations to the environment. This supports all children to make high levels of progress.
- Children, including those who speak English as an additional language, are confident communicators. At mealtimes they come together around the table with staff and engage in meaningful discussions. Staff skilfully introduce children's home language into these conversations. For example, staff translate keywords relating to size, such as 'big', 'medium' and 'small'.
- Children learn the importance of value and respect for each other. They learn about significant events in life and participate in celebrations, such as birthdays. Staff encourage children to use their creativity and imagination to share a wish for the individual whose birthday it is. Together with staff, children create a book of pictures, each resembling a birthday wish. This supports children to learn the true meaning of events and celebrations and show gratitude for the friendships

they have made.

- Staff are good role models. They communicate with children in a sensitive and patient way. Staff support children to negotiate and solve minor conflicts independently. They allow children time to have a go themselves, before stepping in to offer their support. However, staff are yet to fully consider ways to teach children the language of feelings and emotions. On occasion, children display unwanted behaviours as they do not always have the vocabulary they need to express how they feel.
- Partnerships with parents are effective. Parents speak highly of the manager, the staff and the setting as a whole. They feel informed about the curriculum the setting offers and value the opportunities the manager provides for them to be involved in their children's learning. For example, they recently attended a craft evening to create felt puppets for children to enjoy during their play.
- The manager is reflective and evaluates the setting, identifying strengths as well as areas for improvement. She meets regularly with staff to discuss how they are getting on in their role and to seek any areas for further training. The manager recognises where staff have external commitments and works with them to make sure that any extra training is not burdensome. She recognises that due to part-time staffing, alongside the recruitment of new staff, the key-person system needs to be reviewed to make sure parents are clear about their child's key person and the role they have in sharing information about children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have a good knowledge and understanding of safeguarding practice. Daily safety checks are completed on all areas of the premises to ensure that it remains suitable and safe for children to play. Staff attend child protection training on a regular basis to ensure their knowledge remains up to date. They demonstrate an awareness of the signs and symptoms that may indicate a child is at risk from harm. Staff identify the procedures they would follow to ensure that these concerns were recorded and escalated to the relevant authorities. Robust vetting and recruitment procedures are in place. This helps to ensure that staff are suitable, and remain suitable to work with children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- consider further ways to teach children the language of feelings so they can better describe their emotions and share how they feel with others
- review the key-person system to make sure information about children's learning and development is consistently shared and all parents are aware of who their

child's key person is.

Setting details

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| Unique reference number | EY403389 |
| Local authority | Bristol City of |
| Inspection number | 10280194 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 3 to 5 |
| Total number of places | 18 |
| Number of children on roll | 19 |
| Name of registered person | Willow Tree Steiner School Ltd |
| Registered person unique reference number | RP529435 |
| Telephone number | 07538 468294 |
| Date of previous inspection | 21 September 2017 |

Information about this early years setting

Willow Tree Kindergarten registered in 2009 and is located in St Werburghs, Bristol. The setting adopts the Steiner approach to early years education. It is open term time only, from 8.30am to 12.30pm on Monday and Friday, and from 8.30am to 3.30pm on Tuesday, Wednesday and Thursday. The setting is registered to provide funded early education for children aged three and four years. It employs six members of staff including the manager. Of these, five hold relevant early years qualifications between level 3 and level 6. One member of staff holds qualified teacher status.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with manager of the setting to discuss the curriculum and staff's intentions for children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Discussions were held between the manager and the inspector to evaluate the leadership and management of the setting.
- The inspector considered the views of parents spoken to during the inspection.
- The inspector reviewed a sample of documentation, including records of suitability.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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